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| **Quality** | **6**  **Responses :** | **5**  **Responses:** | **4**  **Responses :** | **3**  **Responses:** | **2**  **Responses:** | **1**  **Responses:** |
| **Meaning: the extent to which the response exhibits sound understanding, interpretation, and analysis of themes**  **11-12.RL.2** | -reveals an in-depth understanding of a common theme in two works of literature -insightful analysis of connections between the thesis and the text | - convey an adequate understanding of a common theme in two works of literature  -make clear and thoughtful connections between thesis and the text | -convey a basic understanding of a common theme in two works of literature  -make simple connections between thesis and text | -convey an emerging understanding of a common theme  -make few or superficial connections between thesis and text | -convey a vague or undecipherable common theme  -allude to a topic, but make unclear or unwarranted connections | -provide no evidence of a common theme  No connections |
| **Development: the extent to which ideas are elaborated using strong and thorough textual evidence**  **11-12.RL.1**  **11-12.RL.4**  **11-12.RL.5**  **11-12.W.9** | -develop ideas clearly and fully, making effective use of a wide range of strong and thorough textual evidence  -extensive use and discussion of quotes and literary techniques and elements | -develop ideas clearly and consistently using strong and thorough textual evidence  -consistent use and discussion of quotes and literary techniques and elements | -develop ideas inconsistently, using relevant textual evidence  - inconsistent use and discussion of quotes and literary techniques and elements | -develop ideas simply, using general evidence and some inaccurate textual evidence  -Some use and discussion of quotes and literary techniques and elements | -are largely undeveloped, hinting at ideas that are sketchy, vague, irrelevant, or repetitive  -Little use and discussion of quotes and literary techniques and elements | -are minimal, with no evidence of development  -No use and discussion of quotes and literary techniques and elements |
| **Organization: the extent to which the response exhibits direction, shape, logical flow, and internal consistency**  **11-12.W.4** | -maintain a clear and appropriate focus  -exhibit a logical and coherent structure through effective use of appropriate transitions | -maintain a clear and appropriate focus  -exhibit a logical sequence of ideas through the use of appropriate transitions | -maintain a generally clear and appropriate focus  -exhibit a rudimentary structure but may include some inconsistencies or irrelevancies | -establish, but fail to maintain, an appropriate focus or fail to establish a focus, but contain some internal consistency -exhibit uneven organization | -lack an appropriate focus, but suggest some organization | -show no focus or organization |
| **Language Use: the extent to which the response reveals an awareness of audience and purpose through effective use of words, sentence structure, and sentence variety**  **11-12.L.3**  **11-12.L.4** | -are stylistically sophisticated, using original and precise language with a notable sense of voice and awareness of audience and purpose -vary structure and length of sentences for effect | -use language that is fluent and engaging, with some awareness of audience and purpose  -show consistent use of sentences that are varied in length and structure | -use appropriate language, with some awareness of audience and purpose  -occasionally vary length and structure of sentences | -rely basic vocabulary   -rely on sentences that are unvaried in length and structure | -use language that is imprecise or unsuitable for the audience or purpose  -rely on sentences that lack variety and may be constructed incorrectly | -are minimal  -use language that is incoherent or inappropriate  -violate basic rules of sentence structure |
| **Conventions: the extent to which the response exhibits conventional spelling, punctuation, para-graphing, capitali-zation, grammar, and usage**  **11-12.L.1**  **11-12.L.2** | -demonstrate control of the conventions even when using sophisticated language | -demonstrate control of the conventions, with very few minor errors that have no effect on comprehension while using sophisticated language | -demonstrate partial control, exhibiting some sentence-level errors that do not hinder comprehension | -demonstrate partial control, exhibiting errors that occasionally hinder comprehension | -demonstrate a lack of control, exhibiting many errors that make comprehension difficult | -are minimal  -may be illegible or not recognizable as English |

Literary Analysis Paper Rubric Score: \_\_\_\_\_/5 = \_\_\_\_ = \_\_\_\_\_%